**Rachelle Burgess**

**Evaluating Websites (for mini unit content)**

**07/28/2011**

**Unit Topic: Harmony**

**Subject Area: General Music**

**Grade Level: 3rd**

**Website#1: Music Tech Teacher**

**URL:** [**http://www.musictechteacher.com/musicquizzes.htm**](http://www.musictechteacher.com/musicquizzes.htm)

**Type of website domain: .com**

**Effect of source domain on accuracy of content: The site looked shabby and home made, but has some really useful interactive quizzes and interactive features I would have students visit. It looks as though a common general music teacher made this site as a place to share her lessons with other educators and to have a place for her students to go to practice their knowledge of concepts. Everything was accurate, although some of the information could have been elaborated upon.**

3-High Quality 2-Acceptable Quality 1-Poor Quality

|  |  |  |  |
| --- | --- | --- | --- |
| Site has a clear purpose that fit’s the topic: | X |  |  |
| Author or organization that created the site is identified and qualified. |  | X |  |
| Site contains accurate factual information or opinions that are supported with facts. |  | X |  |
| Site provide fair, balanced, and unbiased information. |  | X |  |
| Content is appropriate for students’ grade level (readability and appropriate topic). |  | X |  |
| No advertising or minimal advertising that is clearly differentiated from content. | X |  |  |
| Information is current and frequently updated. | X |  |  |
| Site includes references that can be checked. | X |  |  |
| Site includes visuals, sound, or animation that enhance the information. | X |  |  |
| Site loads quickly and provides any needed plug-ins or software. | X |  |  |
| Links to other sites are current and work properly. | X |  |  |
| Site includes interactive features that enhance student engagement. | X |  |  |
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**Website#2: K-12 Resources for Music Educators**

**URL: http://www.hickorytech.net/~cshirk/k-12music/**

**Type of website domain: .net**

**Effect of source domain on accuracy of content: This website is essentially like a portaportal to every awesome music education website to ever exist. It looks like it isn’t updated incredibly frequently, but all of the links I checked are still enabled, and they lead to excellent resources. There are dozens of sites for teachers of band, orchestra, choir, and general music of all types; for students, teachers, and parents. I believe it will serve as an incredibly useful resource for me in the coming years.**

3-High Quality 2-Acceptable Quality 1-Poor Quality

|  |  |  |  |
| --- | --- | --- | --- |
| Site has a clear purpose that fit’s the topic: | X |  |  |
| Author or organization that created the site is identified and qualified. |  | X |  |
| Site contains accurate factual information or opinions that are supported with facts. |  | X |  |
| Site provide fair, balanced, and unbiased information. |  | X |  |
| Content is appropriate for students’ grade level (readability and appropriate topic). |  |  | X (more for teachers than for students) |
| No advertising or minimal advertising that is clearly differentiated from content. | X |  |  |
| Information is current and frequently updated. |  | X |  |
| Site includes references that can be checked. |  | X |  |
| Site includes visuals, sound, or animation that enhance the information. |  |  | X |
| Site loads quickly and provides any needed plug-ins or software. | X |  |  |
| Links to other sites are current and work properly. | X |  |  |
| Site includes interactive features that enhance student engagement. |  | X |  |
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**Website#3:Classics for Kids**

**URL: http://www.classicsforkids.com/**

**Type of website domain: .com**

**Effect of source domain on accuracy of content: This is another one that looks borderline homemade, but has some really great interactive features for kids. It also has some really cool things for teachers as well. There are composer worksheets for a large variety of composers that essentially guide the student in an active listening activity, and they answers questions about what they hear. I will *definitely* use this feature in the future for listening lessons. The site itself doesn’t really reference any material except for a few other websites, but the information is simple, and everything I read was accurate.**

3-High Quality 2-Acceptable Quality 1-Poor Quality

|  |  |  |  |
| --- | --- | --- | --- |
| Site has a clear purpose that fit’s the topic: | X |  |  |
| Author or organization that created the site is identified and qualified. | X |  |  |
| Site contains accurate factual information or opinions that are supported with facts. | X |  |  |
| Site provide fair, balanced, and unbiased information. | Factual, does not apply. |  |  |
| Content is appropriate for students’ grade level (readability and appropriate topic). | X |  |  |
| No advertising or minimal advertising that is clearly differentiated from content. | X |  |  |
| Information is current and frequently updated. | X |  |  |
| Site includes references that can be checked. |  | X |  |
| Site includes visuals, sound, or animation that enhance the information. | X |  |  |
| Site loads quickly and provides any needed plug-ins or software. |  | X |  |
| Links to other sites are current and work properly. |  |  | X |
| Site includes interactive features that enhance student engagement. | X |  |  |
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Gayle, I had to adapt this assignment a little bit, because harmony is one of those things where the best way to teach is to have them experience it first hand through rich, age-appropriate repertoire. If rich, age-appropriate repertoire is on the internet, it is probably there illegally. I have a lot of good books, years of handouts, things from Debbie, and personal song and activity collections that I can pull from for my mini unit content, so I chose to instead find three websites I can pull interesting things from for later lessons. I chose three sites with things I don’t already have great resources for, like ones with ideas for listening lessons, useful handouts with colorful and inventive language and pictures, and sites with interactive features that are kid friendly, accurate, and important things to know and learn about in elementary music. I hope my adaptation of the assignment is okay with you. Thanks, Rachelle. Your reasoning is quite appropriate and I understand why you chose to find websites that would be relevant for the variety of units you will teach. Nicely done.